

1987

# Personal, Professional, and Educational Characteristics of Illinois Women Superintendents in 1987

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*Eastern Illinois University*

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Personal, Professional, and Educational  
Characteristics of Illinois Women Superintendents in 1987  
(TITLE)

BY

Joyce Simpson Kaufman  
M.S. in Educational Administration

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Educational Administration

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
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1987  
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

9-11-87  
DATE

  
ADVISER

Sept. 11, 1987  
DATE

  
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## Abstract

This study reviewed the personal, professional, and educational characteristics of the Illinois women superintendents in 1987. A questionnaire was mailed to the twenty-two women superintendents. Eighteen of them replied.

The three specific problems addressed by the study were:

1. What are the personal, professional, and educational characteristics of Illinois women superintendents in 1987?
2. What are the special problems encountered by women superintendents?
3. What advice do the present women superintendents in Illinois offer to women aspiring to become superintendents?

The responses were based on the perceptions of the eighteen women superintendents who replied. The questionnaire results were reported in averages and percentages. Several conclusions were determined by the study. They were as follows:

1. Eleven percent of the fathers and twenty-two percent of the mothers of Illinois women superintendents have a college degree.

2. Seventy-two percent of the women superintendents were from rural, small towns.

3. Sixty-six percent of the respondents were married.

4. Fifty percent of the respondents have a doctorate degree.

5. All but two are superintendents of elementary districts.

6. Only one woman superintendent in Illinois serves a district with a student population over one thousand.

7. Sixty-one percent of the respondents developed their careers in more than one district.

8. Exactly half of the respondents were committed to a particular geographical area and half were willing to move in order to develop their careers.

9. Sixty-seven percent of the women superintendents believe the superintendency has high demands and high rewards.

10. Fifty-five percent of the respondents believe their college preparation to be only adequate.

11. There was strong agreement among the women superintendents that:

a. Women usually must be better than their male competitors to be considered for an administrative appointment.

b. Men, in general, believe men are better leaders than women.

c. Women frequently do not receive salary, title, and status to match their responsibilities.

d. Agressiveness is usually viewed as a negative trait in women.

12. The best advice for women aspiring to become superintendents in Illinois according to the eighteen respondents was:

a. Establish your career goals early and make your decisions on the basis of those goals.

b. Build your own "good ol' boy" network--keep in contact with women and men who can help you in your career and be eager to help them.

c. Become a mentor to other women who have potential to be administrators.

**Personal, Professional, and Educational**

**Characteristics of Illinois Women Superintendents in 1987**

**Field Experience Paper**

**Joyce Simpson Kaufman**

**August, 1987**

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## CHAPTER 1

### Background Information and the Problem

#### Background Information

In 1982 there were fourteen women superintendents in Illinois. In 1986-87 there were 933 superintendents in Illinois of which twenty-two were women. Of 1,686 elementary principals in Illinois, there were 378 women principals. In essence, this means that women hold only two percent of the superintendencies in Illinois and twenty-two percent of the elementary principalships. Since more than half of the teachers in Illinois are women, there is a disproportionate number of women in management positions. This prompts the researcher to conclude that some capable women are not being allowed the opportunity to advance into superintendency positions.

Legally nothing prohibits qualified women from becoming superintendents in Illinois, but the small numbers lead the researcher to believe that factors exist which cause their minimal number other than the qualifications of women. This study will attempt to identify factors which may prevent women from becoming superintendents in Illinois.

### Problem

The three specific problems addressed by this study are:

1. What are the personal, professional and educational characteristics of Illinois women superintendents in 1987?
2. What are the special problems encountered by women superintendents?
3. What advice do the present women superintendents in Illinois offer to women aspiring to become superintendents?

### Limitations

The limitations of the study were:

1. The study was done in Illinois only. It was not possible to do a national study due to time and resource limitations.
2. Of the twenty-two women superintendents receiving the questionnaire, eighteen responded.
3. The responses to the questionnaire were based on the perceptions of these eighteen women and perceptions from other people that worked with them were not considered.

4. The study was the limited information from the perceptions of the twenty-two Illinois women superintendents. The researcher collected data concerning the perceptions and opinions of the twenty-two Illinois women superintendents.

5. So few people responded to that portion of the questionnaire where general comments could be made, they were not representative so their responses were not included in the final data.

## CHAPTER 2

### Review of the Literature

#### Historical Perspective

Seventy years ago women held more elementary principalships than men (Biklen and Brannigan, 1980). Women were noticeable also as state superintendents and county superintendents. The increase of the number of women administrators can be attributed to the first American feminist movement of the late 1800's and early 1900's. This feminist movement was a crucial factor in the number of women administrators during the period of the late 1800's and early 1900's. When feminism declined the slide downward in the number of women administrators began. It started in the 1920's and continued through the 1960's. With the resurgence of the feminist movement in the 1970's, women became more interested in rising in positions in educational administration. However, this did not result in an increase in the number of women administrators (Biklen and Brannigan, 1980).

In 1928, women constituted fifty-five percent of all elementary principals in the nation and twenty-five percent of all county superintendents in the United States (Seawell and Canady, 1974). In 1972-73 nineteen percent

of the elementary school principals were women and less than one percent of the superintendents were female (Seawell and Canady, 1974).

Legislative action during the 1960's and 1970's prompted many school districts to implement affirmative action plans. In the researcher's opinion, since monitoring of these plans was somewhat questionable, it has had only minimal effect on the public school system.

#### Current Status of Women Administrators

There has been a steady decline in women in top educational administration roles (Tanney and Birk, 1976). According to Tanney and Birk (1976) this decline has been fostered by bias against women that is "inherent in language, career information, personality theories and practice."

Since the 1970's little has changed in percentages of women in school district superintendencies. Of the nation's approximately 16,000 school district superintendents in 1983 only one percent were women. When considering principalships and assistants' jobs, the proportion rises to thirteen percent which is still extremely low for a field dominated by women two to one. Most women are not aware of the viability of administration as a career goal possibility for them. There are minimal in-service programs to help women become principals (Leiterman, 1983).

Some of the obvious obstacles are lack of mobility (often a change of location is difficult for married women because of their husband's careers), public resistance to female leadership, and the reluctance of some women to risk alienating peers by assuming a supervisory role over them. The Northeast Coalition of Educational Leaders (NECEL), which is presently represented in nine states, is one of six regional organizations devoted to helping women educators advance in the field of administration. NECEL was formed in 1975. The Massachusetts branch is typical of the state affiliates in that it publishes a newsletter, sponsors workshops and lectures, provides a job vacancy list for members and serves as a "cheering section" for those who receive administrative appointments (Leiterman, 1983).

In Illinois the statistical picture remains virtually the same as the national statistics (Pancrazio, 1977). In 1977, ninety-two percent of the administrative positions were held by men while men were thirty-seven percent of the teaching force. For head administrative positions, (superintendents and principals) in Illinois public downstate schools (outside the Chicago metropolitan area), there was a decrease in the number and percentage of females in administration from 1969-1977. During this



period of time there was an increase in the actual number of jobs available to administrators. In 1950 there were more female elementary and senior high school principals than today. In 1950, women held forty-two percent of those positions while in 1976, they held fourteen percent. The data from 1977 which compares the average age, years of experience, and salary for male and female administrators for major administrative positions, shows that female administrators were older, more experienced, and yet earned lower salaries than their male counterparts in downstate Illinois public schools (Pancrazio, 1977).

Results of a comparative study, conducted by Kathryn Cirincione-Coles, (Pancrazio, 1977, p. 26-27) on male and female principals indicated:

1. Female principals show more evidence of being aware of the cognitive dimension in pupil learning,
2. women outscored men in ability to work with teachers and the community,
3. women showed more concern with objectives, and
4. women possessed greater knowledge of teaching methods and techniques.

According to Pancrazio, with all the skills women have, school boards still prefer men principals. Another interesting finding in the same study showed males who disapprove of female principals were men who had only taught under male principals. Female teachers approved of



female principals. Attitudes changed when people had contact and experience with women administrators (Pancrazio, 1977).

Illinois State Board of Education data shows a disproportionate number of principalships or other administrative jobs are held by men. Don Corrigan (Assistant Manager of Research and Statistics for the Illinois Office of Education) stated that of 99,516 people with teaching certificates in Illinois (outside of Chicago) 62,391 or about sixty-three percent are held by women. Of the 6,747 administrative positions in the state, 1,403 or 20.79 percent are held by women (Raithel, Jan. 11, 1987, Moline Dispatch). In 1987, 2.4 percent of the 11,500 public school districts are headed by women superintendents. Stephanie Marshall (Director of the Illinois Mathematics and Science Academy, former Superintendent of the Batavia School District) made the following statement from a national study.

Perhaps the most far reaching barrier is role prejudice. Role prejudice is a preconceived preference for a specific behavior on the part of the visibly identifiable group. Society views the superintendency as a predominantly male job. Consequently, women are not supposed to seek the superintendency. (Marshall, 1986, p.11)

Another barrier for women in administrative positions is that formal and informal networks that select superintendents typically do not include women (Marshall, 1986). Men are more comfortable promoting other men. Women must be willing to move if they want to obtain the superintendency. Bonding and informal mentoring do not exist for women to the same extent as they do for men. Since men are perceived to be more powerful, it fosters a feeling that women superintendents are neither as competent nor as powerful as men and, therefore, cannot do the job as effectively. Some of the reasons women have not pursued the superintendency as a career are:

1. Feelings of being patronized,
2. not being taken seriously,
3. the difficulty of obtaining the doctorate,
4. acquiring the experience,
5. attaining the interviewing process, and
6. the lack of encouragement from college and university professors (Marshall, 1986, p. 10-13)

#### Male Attitudes toward Women Administrators

Vornberg and Huffty (1981) did research into the attitudes of men in positions of power toward women. The study considered school superintendents' personality type, leadership style, and leadership effectiveness and the way these factors affect their attitude toward women.

Following are the conclusions of that study:

1. Superintendents who are more effective leaders and have higher self-esteem do not hold stereotyped and prejudiced views of women.
2. Superintendents who are less effective in decision making are also less accepting of women as equals in educational administration.
3. Younger superintendents appear to be less accepting of competition from women administrators than their older counterparts.
4. Older superintendents appear to be more secure in job placement, more experienced in administration, and less threatened by women as partners in educational administration than their younger colleagues.
5. College and university departments of educational administration appear to have little effect on the attitudes of their male students toward women as equals in educational management or in societal roles.
6. Superintendents who are sensitive to feelings and intuitions are better able to respond to women as equals than are superintendents who are not sensitive to feelings or intuitions (Vornberg and Huffty, 1981, p. 68).

It is significant that more women are serving on school boards, and this may have some bearing on the ability of women to be appointed to the top positions. In 1978, 25.9 percent of the school board members were women. In 1985, 36.1 percent were women. Male superintendents supported by male school boards are making the administrative appointments in Illinois as well as nationwide (School Board Journal, Oct., 1986)

#### Success Attitudes of Women Administrators

Jordan (1982) found the following characteristics attributable to women who succeed in educational leadership roles:

1. They come from families that stressed learning and the importance of education;
2. were motivated to achieve a leadership role by having someone encourage their leadership development;
3. enjoy creative, innovative aspects of the job, but like best working with people;
4. least enjoy the routine paper aspects of their jobs;
5. tend to overlook or ignore discrimination they encounter;
6. possesses a strong personal value system;
7. exercise fairness and objectivity with both sexes;

8. more likely are married, or have been married;
9. consider their children more a help than a hindrance to their careers;
10. show signs of independence and acceptance of responsibility early in life;
11. "keep their heads" even when their associates "come unglued";
12. have ability to analyze problems to simplest terms and procedures;
13. do not surrender decisions to fears, frustrations, or fatigue;
14. find balance between initiative and sound, critical thinking;
15. keep perspective on major purposes and the whole, as well as the separate parts of an endeavor;
16. possesses courage to act on probabilities instead of waiting on certainties;
17. submit selves to stricter discipline than is expected of others;
18. shape situations rather than merely react;
19. question mindless routine and encourage flexibility;
20. motivate others and "rattle consciences";

21. believe in self and others as capable and strive to be "self"; and
  22. are open to suggestions, seeking continuously to learn new and better ways to carry out tasks
- (Jordan, 1982, P. 2).

### Summary

One of the aspects, mentioned many times in the literature, precluding women from advancing is the societal norms. Individuals in small communities are more bound by informal restrictions on their behavior. School districts in these communities are close and in-grown systems and are more rigid in their informal norms than in urban centers where anonymity provides some degree of individual freedom. People know most of the other people in the schools in these districts. There is suspicion about newcomers and the ideas they bring with them. Even if the superintendent or the school board prefers to have a woman administrator, there are forces in the community which prevent them from making non-traditional choices (Schmuck, 1975).

Based on the literature and research reviewed, women face many difficulties in becoming superintendents. This study reviewed some of the aspects related to woman being promoted to the superintendency in Illinois. This was

accomplished by studying the eighteen of twenty-two women who responded who are presently holding the position of Superintendent of Schools.



## CHAPTER 3

### General Design of the Study

#### Introduction

The purpose of this study was to identify the personal, professional and educational characteristics of Illinois women superintendents in 1987. It was a field study conducted in Illinois.

The population consisted of all twenty-two women school superintendents in the State of Illinois during the 1986-87 school year. This information was verified by the Research and Statistics Division of the Illinois State Board of Education.

Twenty of these women are full time and two are part-time superintendents. Part-time superintendents means those individuals occupying a dual role of principal and superintendent.

#### The Questionnaire

The questionnaire was developed from research done by McDale and Drake at Arizona State University in 1982. This was a national study sent to 142 United States women superintendents. Some of the same questions were asked, but only part of their research was the same as this study. These questions were defined in the questionnaire as follows:



Personal

- A. Present age
- B. Level of father's education
- C. Father has college degree
- D. Father's occupation
- E. Level of mother's education
- F. Mother has college degree
- G. Mother's occupation
- H. Total number of brothers and sisters
- I. Type of community where born
- J. Population of community where born
- K. Parent who influenced most
- L. Marital status at present
- M. Number of marriages
- N. Age at first marriage
- O. First husband's occupation

Educational

- A. Size of high school graduation class
- B. Highest degree attained
- C. Major

Professional

- A. Grade level
- B. Student enrollment
- C. Age started teaching
- D. Years of classroom teaching
- E. Age at first superintendency
- F. Years in first superintendency
- G. Size of community
- H. Description of administrative career
- I. Description of professional attitude
- J. Description of attitude toward marriage
- K. Description of first appointment
- L. Primary reason for becoming superintendent
- M. Perception of career as superintendent
- N. Description of college preparation

Data Collection and Analysis

The questionnaire was mailed to the twenty-two women superintendents in Illinois. Eighteen of the questionnaires were returned. This information was accumulated so that a profile of women superintendents could be formed to look for trends and commonalities. The questionnaire collected information regarding the personal, educational, and professional characteristics of the women superintendents.

## CHAPTER 4

### Results

#### Introduction

This chapter presents the results of the study for each of the three questions pursued by this survey. The three questions were:

1. What are the personal, professional, and educational characteristics of Illinois women superintendents in 1987?
2. What are the special problems encountered by women superintendents?
3. What advice do the present women superintendents in Illinois offer to women aspiring to become superintendents?

The purpose of this study was to collect descriptive information about the present twenty-two women superintendents in Illinois. The information collected was personal, educational and professional characteristics. Eighteen of the twenty-two women superintendents returned the questionnaire.

### Results for Question 1

The results for Question 1 are presented in Table A.

A summary of the results of question number one follows. Research question one was:

What are the personal, professional, and educational characteristics of Illinois women superintendents in 1987? The purpose of this section is to highlight what the researcher believes to be the most relevant information presented in Table A.

#### Summary of the Results for Question 1

- A. Twenty-eight percent of the Illinois women superintendents are fifty years of age or older. (See Table A, #1)
- B. The majority of the respondents, forty-four percent, are between the ages of forty and forty-nine. (See Table A, #1)
- C. Forty-four percent of the respondents' fathers had only an elementary education. (See Table A, #2)
- D. Eighty-nine percent of the respondents' fathers did not have a college education (See Table A, #3)
- E. The majority of the fathers of the respondents, sixty-six percent, were either white or blue collar workers. (See Table A, #4)

TABLE A

## Results for Question 1

---

(What are the personal, professional, and educational characteristics of Illinois women superintendents in 1987?)

---

Personal Characteristics

## 1. Present age:

Under 40	5 (28%)
40-49	8 (44%)
50-59	5 (28%)
60-69	0 ( 0%)

## 2. Level of father's education:

None	0 ( 0%)
Elementary	8 (44%)
High School	6 (33%)
College	4 (22%)

## 3. Father has college degree:

No	16 (89%)
Yes	2 (11%)

## 4. Father's occupation:

White collar	6 (33%)
Blue collar	6 (33%)
Service worker	2 (11%)
Farm worker	3 (17%)
No reply	1 ( 6%)

## 5. Level of mother's education:

None	0 ( 0%)
Elementary	6 (33%)
High School	5 (28%)
College	7 (39%)

## 6. Mother has college degree:

No	14 (78%)
Yes	4 (22%)

## 7. Mother's Occupation:

Housewife	<u>10 (56%)</u>
White collar	<u>7 (39%)</u>
Blue collar	<u>1 ( 6%)</u>
Service worker	<u>0 ( 0%)</u>
Farm worker	<u>0 ( 0%)</u>

## 8. Total number of brothers and sisters:

None	<u>4 (22%)</u>
One	<u>4 (22%)</u>
Two	<u>2 (11%)</u>
Three	<u>5 (28%)</u>
Four	<u>1 ( 6%)</u>
Five or more	<u>2 (11%)</u>

## 9. Type of community where born:

Rural	<u>7 (39%)</u>
Small town/city	<u>6 (33%)</u>
Medium sized town	<u>1 ( 6%)</u>
Suburb of metropolitan area	<u>1 ( 6%)</u>
Large city	<u>3 (17%)</u>

## 10. Population of community where born:

Under 2,500	<u>11 (61%)</u>
2,500 - 9,999	<u>1 ( 6%)</u>
10,000-99,000	<u>4 (22%)</u>
100,000-249,000	<u>0 ( 0%)</u>
250,000-1,000,000	<u>1 ( 6%)</u>
Over 1,000,000	<u>1 ( 6%)</u>

## 11. Parent who influenced most:

Father	<u>2 (11%)</u>
Mother	<u>5 (28%)</u>
Equally	<u>11 (61%)</u>

## 12. Marital status:

Single	<u>6 (33%)</u>
Married	<u>11 (61%)</u>
Divorced	<u>1 ( 6%)</u>
Separated	<u>0 ( 0%)</u>
Widowed	<u>0 ( 0%)</u>

## 13. Number of marriages:

One	<u>11 (61%)</u>
Two	<u>1 ( 6%)</u>
Three	<u>0 ( 0%)</u>
Single	<u>6 (33%)</u>

## 14. Age at first marriage:

Under 20	<u>2 (11%)</u>
20-29	<u>9 (50%)</u>
30-39	<u>1 ( 6%)</u>

## 15. First husband's occupation:

White collar	<u>10 (56%)</u>
Blue collar	<u>1 ( 6%)</u>
Service worker	<u>0 ( 0%)</u>
Farm worker	<u>0 ( 0%)</u>

Educational Characteristics

## 16. Size of high school graduating class:

Under 50	<u>6 (33%)</u>
50-99	<u>1 ( 6%)</u>
100-199	<u>3 (17%)</u>
200-299	<u>0 ( 0%)</u>
300-399	<u>4 (22%)</u>
400-499	<u>3 (17%)</u>
500 or over	<u>1 ( 6%)</u>

## 17. Highest degree attained:

Bachelor	<u>0 ( 0%)</u>
Master's	<u>4 (22%)</u>
Specialist	<u>5 (28%)</u>
Doctor	<u>9 (50%)</u>

## 18. Major:

Administration	<u>15 (22%)</u>
Education	<u>2 (11%)</u>
Other	<u>1 ( 6%)</u>

Professional Characteristics

## 19. Superintendent of:

Elementary district	16 (89%)
High school district	0 ( 0%)
Unit district	2 (11%)

## 20. Student enrollment:

Fewer than 300	9 (50%)
300-599	3 (17%)
600-999	5 (28%)
1000-2,999	1 ( 6%)
3,000-9,999	0 ( 0%)
10,000 or more	0 ( 0%)

## 21. Age started teaching:

18-20	7 (39%)
21-25	10 (56%)
26-30	0 ( 0%)
31-35	1 ( 6%)
36-40	0 ( 0%)
41-45	0 ( 0%)

## 22. Years of classroom teaching:

1-5	5 (28%)
6-10	8 (44%)
11-15	1 ( 6%)
16-20	2 (11%)
21-25	1 ( 6%)
Over 25	1 ( 6%)

## 23. Age at first superintendency:

Younger than 25	0 ( 0%)
25-29	2 (11%)
30-34	6 (33%)
35-39	2 (11%)
40-44	7 (39%)
45-49	1 ( 6%)
50-54	0 ( 0%)
55-60	0 ( 0%)



## 24. Years in first superintendency:

1-5	<u>13 (72%)</u>
6-10	<u>2 (11%)</u>
11-15	<u>0 ( 0%)</u>
16-20	<u>0 ( 0%)</u>
21-25	<u>3 (17%)</u>

## 25. Size of present community:

Rural (population under 2,500)	<u>8 (44%)</u>
Small town/city (population 2,500-20,000)	<u>6 (33%)</u>
Medium city (population 21,000-99,000)	<u>0 ( 0%)</u>
Suburb of metropolitan area	<u>4 (22%)</u>
Large city (population 100,000 or more)	<u>0 ( 0%)</u>

## 26. Description of administrative career:

Developed in single district (unwilling to change)	<u>3 (17%)</u>
Developed in single district (willing to change)	<u>2 (11%)</u>
Developed in more than one district (not career change)	<u>2 (11%)</u>
Developed in more than one district (career change)	<u>11 (61%)</u>

## 27. Description of professional attitude:

Committed to particular geographical area	<u>9 (50%)</u>
Willing to change geographical area	<u>9 (50%)</u>

## 28. Description of attitude toward marriage:

My husband's career comes first	<u>3 (17%)</u>
My career comes first	<u>0 ( 0%)</u>
Both careers considered equally	<u>10 (56%)</u>
No reply	<u>5 (28%)</u>

## 29. Description of first appointment to superintendency:

Hired from within district	<u>6 (33%)</u>
Hired from outside district	<u>12 (67%)</u>

## 30. Primary reason for becoming superintendent:

Increased salary	<u>1 ( 6%)</u>
Position of prestige	<u>0 ( 0%)</u>
Career development	<u>5 (28%)</u>
Greater service to education	<u>4 (22%)</u>
Challenge of job	<u>2 (11%)</u>
Enjoyment of power	<u>0 ( 0%)</u>
Greater impact on policy and program	<u>3 (16%)</u>
Ability to do job	<u>2 (11%)</u>
Influence or persuasion of others	<u>1 ( 6%)</u>

## 31. Perception of career as superintendent:

High demands, low rewards	<u>6 (33%)</u>
High demands, high rewards	<u>12 (67%)</u>
Low demands, high rewards	<u>0 ( 0%)</u>
Low demands, low rewards	<u>0 ( 0%)</u>

## 32. Description of college preparation:

Excellent	<u>7 (39%)</u>
Adequate	<u>10 (55%)</u>
Inadequate	<u>1 ( 6%)</u>

F. The mothers of the women superintendents had a higher level of education than the fathers. Thirty-nine percent of the mothers had a college education. (See Table A, #5)

G. The majority of the mothers, fifty-six percent, were housewives. (See Table A, #7)

H. Almost half of the women superintendents, forty-five percent, had three or more siblings with fifty-five percent having two or less. (See Table A, #8)

I. Seventy-two percent of the women superintendents were born in rural or small town communities. (See Table A, #9)

J. Sixty-one percent of the women superintendents were born in communities with populations under 2,500 persons. (See Table A, #10)

K. Sixty-one percent of the women believe that both parents influenced them greatly. (See Table A, #11)

L. Sixty-one percent of the women superintendents are married and thirty-three percent are single with six percent being presently divorced. (See Table A, #12 and #13)

M. Seventy-five percent of the women superintendents who married did so between the ages of twenty and twenty-nine. (See Table A, #14)

N. Of those married, ninety percent are married to men in white collar occupations. (See Table A, #15)

O. One woman superintendent graduated in a class of five hundred students or more and ninety-four percent graduated in a class of five hundred or less. (See Table A, #16)

P. Fifty percent of the women superintendents hold a doctorate degree. (See Table A, #17)

Q. Educational administration was the major for eighty-three percent of the women superintendents. (See Table A, #18)

R. Eighty-nine percent of the women superintendents are in elementary districts with two women holding superintendencies in K-12 unit districts. (See Table A, #19)

S. Fifty percent of the women are superintendents in districts of three hundred students or less. Only one superintendent has a district of over one thousand students. (See Table A, #20)

T. Fifty-six percent of the women started teaching between the ages of twenty-one and twenty-five. (See Table A, #21)

U. The largest percentage of women, forty-four percent, have six to ten years of teaching experience. (See Table A, #22)

V. The largest percentage of women, thirty-nine, became superintendents between the ages of forty and forty-four. (See Table A, #23)

W. Forty-four percent of the women superintendents serve a rural community of twenty-five hundred population or less. (See Table A, #25)

X. Sixty-one percent of the women developed their careers in more than one district. (See Table A, #26)

Y. Exactly half of the women were committed to a particular geographic area while the other half were willing to change geographic area to advance professionally. (See Table A, #27)

Z. Fifty-six percent of the women stated both careers, husbands and wives, would be considered equally. (See Table A, # 28)

AA. Sixty-seven percent of the women superintendents were hired from outside the district. (See Table A, #29)

BB. The two primary reasons for becoming superintendents were career development and greater service to education. These two areas were rated highest by fifty percent of the women. (See Table A, #30)

CC. Sixty-six percent of the women rated the career of superintendent as high demands with high rewards and thirty-three percent rated the superintendency as high demands with low rewards. (See Table A, #31)

DD. Fifty-five percent of the women believed their college preparation for the superintendency to be adequate, six percent inadequate, and thirty-nine percent rated it excellent. (See Table A, #32)

#### Discussion of Results for Question 1

The purpose of this section is to highlight what the researcher believes to be the most relevant information presented in Table A. Specifically, this means that the results of each item of Table A will not be discussed. A complete copy of the questionnaire including the number of responses and percentages may be seen in Table A.

Twenty of the Illinois superintendents are full time superintendents with two being part-time superintendents. Some statistics of significance were the low levels of education of both parents with eleven percent of the fathers and twenty-two percent of the mothers having a college education.

There appears to be no pattern of siblings with four having no sisters or brothers and two having five or more with a range of one to five covering sixty-seven percent of the women superintendents. Women with a rural, small community background hold most of the Illinois superintendencies. Both parents have influenced equally these women in the majority of cases.

Apparently being married is not a handicap to being a superintendent since sixty-one percent are married and



stayed married. Size of high school graduating class had no effect on ability to advance since thirty-three of these women were in classes of fifty or less students.

Obviously having a doctorate is a very real help in advancement with fifty percent of the women holding a doctorate degree. Fifteen of the eighteen have a degree in educational administration.

Women are mostly confined to employment in elementary districts with two women in the state holding a K-12 unit district superintendency. These districts are small with sixty-seven percent having less than six hundred students in their districts. The years of classroom teaching varied greatly from one year to over twenty-five years. The statistics also show that about half the women obtained a superintendent position before the age of forty and half afterwards. This may show a trend for younger women having a opportunity to rise earlier in the ranks of educational administration. Seventy-two percent of the women stayed in their first superintendency from one to five years in a rural community of twenty-five hundred or less in population.

The results show that women in Illinois must be willing to move to another district if they expect to be promoted. Sixty-one percent of the women superintendents did move in order to develop their careers. Half of those

promoted were willing to move. There appears to be a willingness to consider both the husband and wife's career with fifty-six women reporting that they would consider this their attitude toward marriage. The opportunity to be hired from within your present district is less likely to happen. Thirty-three percent moved to another district in order to be promoted. A wide range of reasons was listed for wanting to become a superintendent but career development ranked first with greater service to education a close second.

The broad generalizations that can be made from this survey are:

1. a woman must be highly educated,
2. a woman must be willing to move,
3. a woman can be successful married or unmarried,
4. a woman must be willing to serve in a small community, and
5. a woman must see the position as having high rewards.



## Results for Question 2

This part of the chapter deals with the statistical results of the questionnaire sent to the Illinois women superintendents. The complete results are listed in Table B which were returned by eighteen of the twenty-two women superintendents. The questionnaire which may be seen in the original form is in the Appendix. This was an attempt to ascertain if there is any pattern to those areas that most women feel created problems for them in advancement into the superintendency position. Research question number two was:

What are the special problems encountered by women superintendents?

## Summary of the Results for Question 2

The purpose of this section is to highlight what the researcher believes to be the most relevant information presented in Table B. A summary of the results is as follows:

- A. Most of the respondents believe that you can have a successful career along with a successful marriage. (See Table B, #1)
- B. There was agreement among the respondents that sex discrimination is often a factor in the selection and promotion of women. (See Table B, #2)

TABLE B

## Results for Question 2

(What are the Special Problems Encountered by Women Superintendents?)

1. A successful marriage is not usually compatible with a successful career.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
4 (22%)	5 (25%)	1 ( 6%)	3 (17%)	0 ( 0%)	0 ( 0%)	2 (11%)	3 (17%)	2.9	15

2. Sex discrimination is often a factor in the selection and promotion of women.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
1 ( 6%)	2 (11%)	1 ( 6%)	0 (0%)	2 (11%)	5 (28%)	7 (39%)	0 ( 0%)	5.4	18

3. Men do not easily accept a woman as their supervisor.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
4 (22%)	1 ( 6%)	3 (17%)	2 (11%)	1 ( 6%)	3 (17%)	3 (17%)	1 ( 6%)	3.9	17

4. Women do not easily accept a woman supervisor.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
4 (22%)	2 (11%)	3 (17%)	5 (28%)	0 ( 0%)	2 (11%)	2 (11%)	0 ( 0%)	3.5	18

5. Male administrators often do not treat women administrators as equals.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
2 (11%)	2 (11%)	1 ( 6%)	2 (11%)	2 (11%)	4 (22%)	5 (28%)	0 ( 0%)	4.8	18

6. The hiring practices of the public schools are frequently discriminatory toward women seeking administrative positions.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
1 ( 6%)	0 ( 0%)	3 (17%)	0 ( 0%)	2 (11%)	4 (22%)	7 (39%)	1 ( 6%)	5.5	17

7. School boards, in general, will not consider a female for the superintendency.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
1 ( 6%)	1 ( 6%)	3 (17%)	1 ( 6%)	6 (33%)	0 ( 0%)	6 (33%)	0 ( 0%)	4.9	18

8. Women are often excluded from the informal decision-making groups (i.e. drink after work, Rotary, golf game).

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
2 (11%)	0 ( 0%)	2 (11%)	2 (11%)	3 (17%)	2 (11%)	6 (33%)	1 ( 6%)	5.0	17

9. Women are often excluded from the informal power group which is helpful in securing administrative appointments (i.e. the "good ol' boy" system).

1-Little or no agreement	2	3	4	5	6	7-High complete agreement	No Response	Average	Total Number Responding
3 (17%)	1 ( 6%)	0 ( 0%)	3 (17%)	1 ( 6%)	2 (11%)	7 (39%)	1 ( 6%)	4.9	17

10. Women, in general, do not believe in their own ability to succeed in the top jobs.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
4 (22%)	2 (11%)	4 (22%)	0 ( 0%)	1 ( 6%)	3 (17%)	4 (22%)	0 ( 0%)	3.9	18

11. The educational community, in general, does not believe that women can succeed in the top jobs.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
1 ( 6%)	1 ( 6%)	5 (28%)	5 (28%)	2 (11%)	1 ( 6%)	1 (11%)	4 ( 6%)	4.0	17

12. Women usually must be better than their male competitors to be considered for an administrative appointment.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
0 ( 0%)	0 ( 0%)	1 ( 6%)	0 ( 0%)	1 ( 6%)	5 (28%)	11 (61%)	0 ( 6%)	6.4	18

13. Women are usually not willing to compete for the top level jobs (tend to sit back and wait).

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
4 (22%)	2 (11%)	2 (11%)	0 ( 0%)	4 (22%)	4 (22%)	2 (11%)	0 ( 0%)	4.0	18

14. Women, in general, are too emotional for leadership positions.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
11 (61%)	7 (39%)	0 ( 0%)	0 ( 0%)	0 ( 0%)	0 ( 0%)	0 ( 0%)	0 ( 0%)	1.4	18

15. Women generally cannot cope with the stress that accompanies an administrative job.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
11 (61%)	5 (28%)	2 (11%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1.5	18

16. Women usually do not establish career goals early in their careers.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
4 (22%)	1 (6%)	1 (6%)	2 (11%)	5 (28%)	3 (17%)	2 (11%)	0 (0%)	4.1	18

17. The expectations of a career and society's expectations of a woman are different and therefore cause conflict in women who pursue a career.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
2 (11%)	1 (6%)	2 (11%)	4 (22%)	3 (17%)	3 (17%)	3 (17%)	0 (0%)	4.4	18

18. Successful women question their drives and ambitions as possibly being abnormal for a woman.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
4 (22%)	4 (22%)	5 (28%)	0 ( 0%)	3 (17%)	0 ( 0%)	1 ( 6%)	1 ( 6%)	2.9	17

19. Men, in general, believe men are better leaders than women.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
0 ( 0%)	1 ( 6%)	0 ( 0%)	1 ( 6%)	3 (17%)	4 (22%)	8 (44%)	1 ( 6%)	6.6	17

20. Women, in general, believe men are better leaders than women.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
2 (11%)	2 (11%)	3 (17%)	5 (28%)	2 (11%)	1 ( 6%)	3 (17%)	0 ( 0%)	4.0	18



21. Successful women are usually viewed as the exception.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
1 ( 6%)	0 ( 0%)	0 ( 0%)	3 (17%)	3 (17%)	4 (22%)	7 (39%)	0 ( 0%)	5.6	18

22. Women are frequently channelled into administrative roles which have the least amount of impact on policy.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
1 ( 6%)	0 ( 0%)	1 ( 6%)	2 (11%)	6 (33%)	1 ( 6%)	6 (33%)	1 ( 6%)	5.3	17

23. Women frequently do not receive salary, title, and status to match their responsibilities.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
1 ( 6%)	0 ( 0%)	0 ( 0%)	1 ( 6%)	2 (11%)	6 (33%)	8 (44%)	0 ( 0%)	5.9	18

24. Women are often excluded from decision making when they should be included.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
2 (11%)	0 ( 0%)	2 (11%)	3 (17%)	2 (11%)	4 (22%)	5 (28%)	0 ( 0%)	4.8	18

25. Aggressiveness is usually viewed as a negative trait in women.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
0 ( 0%)	0 ( 0%)	0 ( 0%)	1 ( 6%)	3 (17%)	6 (33%)	8 (44%)	0 ( 0%)	6.2	18

C. The women respondents were equally divided as to whether men can easily accept a woman as a supervisor and the average came in the middle. (See Table B, #3)

D. Here again there was not agreement with about half the respondents believing women do not easily accept a woman supervisor and half thinking they do. (See Table B, #4)

E. There was above average agreement by the respondents that male administrators often do not treat women administrators as equals. (See Table B, #5)

F. The respondents had an above average agreement that the hiring practices of public schools frequently discriminate against women seeking administrative positions. (See Table B, #6)

G. Most respondents believed that school boards in general, will not consider a woman for the superintendency. (See Table B, #7)

H. Most women respondents believe they are excluded from the informal decision-making groups. (See Table B, #8)

I. The respondents had above average agreement that women are often excluded from the informal power group which is helpful in securing administrative appointments. (See Table B, #9)

J. The respondent group was fairly evenly divided relative to women believing in their own ability to succeed in top jobs. (See Table B, #10)

K. Just over half the respondents believe that the educational community, in general, does not believe that women can succeed in the top jobs. (See Table B, #11)

L. There was a very high agreement that women usually must be better than their male competitors to be considered for an administrative appointment. (See Table B, #12)

M. The responding women again were split down the middle in their views of whether women are willing to compete for the top level jobs. Half thought they tend to sit back and wait and half felt the necessity to be aggressive to secure the position. (See Table B, #13)

N. Almost all respondents agreed that women are not too emotional for leadership positions. (See Table B, #14)

O. Women respondents agreed that they can cope with the stress that accompanies an administrative job. (See Table B, #15)

P. The responding group was again split fairly evenly in their thoughts as to whether women usually do not establish career goals early in their careers. (See Table B, #16)

Q. The responding group was again divided almost evenly as to whether the expectations of a career and society's expectations of a woman are different and therefore cause conflict in women who pursue a career. (See Table B, #17)

R. Most Illinois women superintendents do not question their drives and ambitions as possibly being abnormal for women. (See Table B, #18)

S. There was high agreement among the respondents that men believe they are better leaders than women. (See Table B, #19)

T. The responding group was divided almost evenly in believing that women believe men are better leaders than women. (See Table B, #20)

U. There was high agreement by the respondents that successful women are usually viewed as the exception. (See Table B, #21)

V. There was above average agreement that women are frequently channelled into administrative roles which have the least amount of impact on policy. (See Table B, #22)

W. There was strong, above average agreement by the respondents that women frequently do not receive salary, title, and status to match their responsibilities. (See Table B, #23)

X. There was above average agreement by the respondents that women are often excluded from decision making when they should be included. (See Table B, #24)

Y. There was a high level of agreement by the women superintendents that aggressiveness is usually viewed as a negative trait in women. (See Table B, #25)

## Discussion of the Results of Question 2

The purpose of this section is to highlight what the researcher believes to be the most relevant information presented in Table B. Specifically, this means that the results of each item of Table B will not be discussed. To summarize, there were only three areas that rated a six or above. This shows high or complete agreement with the statements. They were:

1. Women usually must be better than their male competitors to be considered for an administrative appointment.
2. Men, in general, believe men are better leaders than women.
3. Aggressiveness is usually viewed as a negative trait in women.

There were four statements that received a three or below showing the women had little or no agreement with the statement. The four questions were as follows:

1. A successful marriage is not usually compatible with a successful career.
2. Women, in general, are too emotional for leadership positions.
3. Women generally cannot cope with the stress that accompanies an administrative job.



4. Successful women question their drives and ambitions as possibly being abnormal for a woman.

The remainder of the responses were generally divided almost equally with the average on the high side of agreement. The above seven areas were the most prominent when looking at the statistical data compiled from the questionnaire.

### Results for Question 3

This chapter determines factors to be considered for a woman seeking a superintendency position in Illinois. The complete results are listed in Table C. Research question number three was:

What advice do the present women superintendents in Illinois offer to women aspiring to become superintendents?

### Summary of the Results for Question 3

A summary of question number three is as follows:

A. There was a high agreement by the respondents that women need to obtain the necessary training and certification early in their careers to be prepared when a position opens. (See Table C, #1)

B. The respondents highly agreed with the need to establish career goals early and make decisions on the basis of those goals. (See Table C, #2)



TABLE C

## Results for Question 3

---

(What Advice do the Present Women Superintendents in Illinois  
Offer to Women Aspiring to Become Superintendents?)

---

1. Obtain the necessary training and certification early in your career so you are prepared when a position becomes open.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
0 ( 0%)	0 ( 0%)	0 ( 0%)	2 (11%)	2 (11%)	0 ( 0%)	14 (78%)	0 ( 0%)	6.4	18

2. Establish your career goals early and make your decisions on the basis of those goals.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
0 ( 0%)	0 ( 0%)	0 ( 0%)	1 ( 6%)	1 ( 6%)	4 (22%)	10 (56%)	1 ( 6%)	6.8	17

3. Obtain the doctorate if you plan to climb the career ladder.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
1 ( 6%)	0 ( 0%)	1 ( 6%)	0 ( 0%)	1 ( 6%)	3 (18%)	11 (61%)	1 ( 6%)	6.1	17

4. If married, work out a way to solve conflicts between your career and your husband's career.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
0 ( 0%)	0 ( 0%)	1 ( 6%)	1 ( 6%)	2 (11%)	1 ( 6%)	12 (67%)	1 ( 6%)	6.3	17

5. If family responsibilities, work out a way to relieve you of the usual expectations associated with the mother/housewife role (you cannot do justice to two careers).

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
0 ( 0%)	0 ( 0%)	0 ( 0%)	4 (22%)	4 (22%)	0 ( 0%)	8 (44%)	2 (11%)	5.8	16

6. Do not become "married" to a particular geographic area or district--be willing to change either one for your career advancement.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
1 ( 6%)	0 ( 0%)	2 (11%)	0 ( 0%)	4 (22%)	2 (11%)	7 (39%)	2 (11%)	5.5	16

7. Develop both male and female mentors--people with influence who will help you to advance your career.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
1 ( 6%)	0 ( 0%)	0 ( 0%)	0 ( 0%)	2 (11%)	3 (18%)	11 (61%)	1 ( 6%)	6.2	17

8. Pursue training and experience beyond the expectations of a particular job--women need to be better trained and more experienced than their male competitors.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
1 ( 6%)	0 ( 0%)	0 ( 0%)	0 ( 0%)	2 (11%)	4 (22%)	11 (61%)	0 ( 0%)	6.2	18

9. Achieve a balance between femininity and leadership--do not give up one for the other.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
1 ( 6%)	0 ( 0%)	0 ( 0%)	2 (11%)	0 ( 0%)	3 (18%)	12 (67%)	0 ( 0%)	6.2	18

10. Learn from the male administrators around you--they have a lot to offer.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
0 ( 0%)	0 ( 0%)	0 ( 0%)	3 (18%)	1 ( 6%)	3 (18%)	10 (56%)	1 ( 6%)	6.2	17

11. Do not be defensive because you are a woman--learn ways to effectively deal with sex discrimination.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
0 ( 0%)	1 ( 6%)	0 ( 0%)	0 ( 0%)	2 (11%)	1 ( 6%)	14 (78%)	0 ( 0%)	6.4	18

12. Build your own "good ol' boy" network--keep in contact with women and men who can help you in your career and be eager to help them.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
0 ( 0%)	0 ( 0%)	0 ( 0%)	0 ( 0%)	1 ( 6%)	7 (39%)	9 (50%)	1 ( 6%)	6.8	17

13. Become a mentor to other women who have the potential to be administrators.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
0 ( 0%)	0 ( 0%)	0 ( 0%)	0 ( 0%)	1 ( 6%)	4 (22%)	11 (61%)	2 (11%)	6.6	16

14. If you are not getting the title, salary, and status to match your responsibilities, do something about it; do not accept unfair treatment.

1-Little or no agreement	2	3	4	5	6	7-High or complete agreement	No Response	Average	Total Number Responding
0 ( 0%)	0 ( 0%)	0 ( 0%)	1 ( 6%)	2 (11%)	4 (22%)	10 (56%)	1 ( 6%)	6.4	17

C. There was some disagreement by the respondents but half believed it necessary to obtain the doctorate if you plan to climb the career ladder. (See Table C, #3)

D. There was high agreement by women respondents that if you are married you need to work out a way to solve conflicts between your career and your husband's career. (See Table C, #4)

E. There was high agreement that it is necessary to work out a way to be relieved of the usual expectations associated with the mother/housewife role. (See Table C, #5)

F. There was high agreement by the respondents that a woman must be willing to change geographic locations and districts to obtain career advancement. (See Table C, #6)

G. There was high agreement by the respondents for the necessity to develop both male and female mentors to help make career advancements. (See Table C, #7)

H. There was high agreement among the Illinois women superintendents that women need to be better trained and more experienced than their male competitors. (See Table C, #8)

I. There was high agreement that women need to achieve a balance between femininity and leadership. (See Table C, #9)

J. There was agreement by the respondents for the need to learn from the male administrators working with them.

(See Table C, #10)

K. There was a need to learn to not be defensive and to learn ways to effectively deal with sex discrimination.

(See Table C, #11)

L. There was high agreement that women need to keep in contact with women and men who can help in career advancement. (See Table C, #12)

M. The respondents agreed there was a need to mentor other women who have the potential to become administrators. (See Table C, #13)

N. There was high agreement that women should not accept unfair treatment and should be willing to do something about it. (See Table C, #14)

### Discussion of the Results of Question 3

The purpose of this section is to highlight what the researcher believes to be the most relevant information presented in Table C. Specifically, this means that the results of each item of Table C will not be discussed.

The two statements receiving the highest overall ratings were:

1. Establish your career goals early and make your decisions on the basis of those goals.



2. Build your own "good ol' boy" network--keep in contact with women and men who can help you in your career and be eager to help them.

The two areas that were rated lowest yet above average were:

1. If family responsibilities, work out a way to relieve you of the usual expectations associated with mother/housewife role (you cannot do justice to two careers).

2. Do not become "married" to a particular geographic area or district--be willing to change either one for your career advancement.

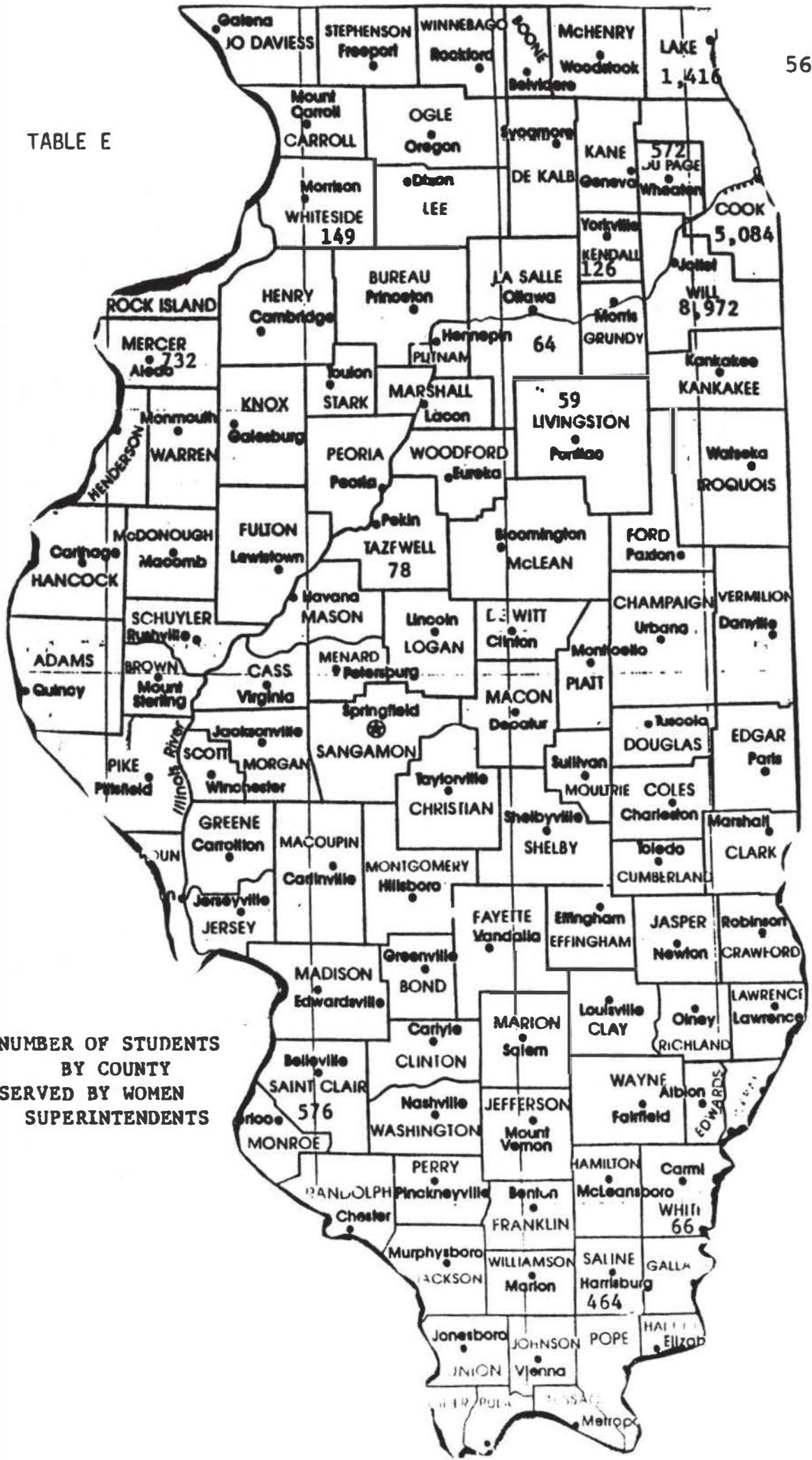
All of the other responses were above average in agreement as can be seen in Table C. It appears that all the areas questioned are of importance and should be considered when seeking a superintendent position.

Table D shows where the Illinois women superintendents are located by county. Most of the women superintendents are found in northern Illinois. Specifically, they are located in the following counties: Lake, DuPage, Cook, Will, Kendall, LaSalle and Livingston.

Table E shows the number of students by county served by each of the Illinois women superintendents. This clearly shows that the majority of students served by women superintendents are in Cook County and surrounding suburbs.

TABLE D





NUMBER OF STUDENTS  
BY COUNTY  
SERVED BY WOMEN  
SUPERINTENDENTS



## Chapter 5

### Conclusions and Recommendations

This study made inquiry by questionnaire to the twenty-two Illinois women superintendents seeking answers to the following three questions.

1. What are the personal, professional, and educational characteristics of Illinois women superintendents in 1987?
2. What are the special problems encountered by women superintendents?
3. What advice to the present women superintendents in Illinois offer to women aspiring to become superintendents?

Eighteen of the total twenty-two Illinois women superintendents replied to the questionnaire which may be seen in its entirety in the appendix. The study was limited to the State of Illinois. Their responses were based totally on the perceptions of the eighteen women responding.

Data based on the results of this study caused the researcher to draw the following conclusions and recommendations:

### Conclusions

1. Women who want to attain the superintendency in Illinois may find it necessary to be willing to serve in a small, elementary district. Only two women presently are superintendents of K-12 districts and one superintendent has over one thousand students in her district.

2. Women do not perceive it as extremely difficult or impossible to have both a successful family life and a successful career as a superintendent.

3. Women must be willing to change geographic location for advancement and obtain the doctorate as early as possible for career advancement.

4. Woman perceive they have an equal right to career advancement if not equal opportunity.

5. Over half the twenty-two women who are presently superintendents in Illinois believe the job to have both high demands and high rewards.

6. In the researcher's opinion, Illinois schools are not capitalizing on the skills of women, and they are not given equal opportunity for advancement.

### Recommendations

1. School boards need to be educated to see the skills of women they are overlooking by not giving women

equal opportunity for employment as superintendents.

2. Superintendents need to give women opportunities for advancement into administrative positions based solely on ability not gender.

3. Universities could begin a support system to include female as well as male candidates for superintendent positions. Consideration could be given to the special needs of women seeking top level management jobs. Women are underrepresented as principals (twenty-eight percent), but only two percent are superintendents in Illinois. There is a breakdown from the principalship to the superintendency in Illinois. While boards of education members employ superintendents, they often call either the State Board of Education or the universities for recommendations.

**APPENDIX**



## PERSONAL CHARACTERISTICS

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1. Present age:

Under 40 \_\_\_\_\_  
40-49 \_\_\_\_\_  
50-59 \_\_\_\_\_  
60-69 \_\_\_\_\_

2. Level of father's education:

None \_\_\_\_\_  
Elementary \_\_\_\_\_  
High school \_\_\_\_\_  
College \_\_\_\_\_

3. Father has college degree:

No \_\_\_\_\_  
Yes \_\_\_\_\_

4. Father's occupation:

White collar \_\_\_\_\_  
Blue collar \_\_\_\_\_  
Service worker \_\_\_\_\_  
Farm worker \_\_\_\_\_

5. Level of mother's education:

None \_\_\_\_\_  
Elementary \_\_\_\_\_  
High school \_\_\_\_\_  
College \_\_\_\_\_

6. Mother has college degree:

No \_\_\_\_\_  
Yes \_\_\_\_\_

7. Mother's occupation:

Housewife \_\_\_\_\_  
White collar \_\_\_\_\_  
Blue collar \_\_\_\_\_  
Service worker \_\_\_\_\_  
Farm worker \_\_\_\_\_

## 8. Total number of brothers and sisters:

None \_\_\_\_\_  
One \_\_\_\_\_  
Two \_\_\_\_\_  
Three \_\_\_\_\_  
Four \_\_\_\_\_  
Five or more \_\_\_\_\_

## 9. Type of community where born:

Rural \_\_\_\_\_  
Small town/city \_\_\_\_\_  
Medium sized town \_\_\_\_\_  
Suburb of metropolitan area \_\_\_\_\_  
Large city \_\_\_\_\_

## 10. Population of community where born:

Under 2,500 \_\_\_\_\_  
2,500-9,999 \_\_\_\_\_  
10,000-99,999 \_\_\_\_\_  
100,000-249,000 \_\_\_\_\_  
250,000-1,000,000 \_\_\_\_\_  
Over 1,000,000 \_\_\_\_\_

## 11. Parent who influenced most:

Father \_\_\_\_\_  
Mother \_\_\_\_\_  
Equally \_\_\_\_\_

## 12. Marital status at present:

Single \_\_\_\_\_  
Married \_\_\_\_\_  
Divorced \_\_\_\_\_  
Separated \_\_\_\_\_  
Widowed \_\_\_\_\_

## 13. Number of marriages:

One \_\_\_\_\_  
Two \_\_\_\_\_  
Three \_\_\_\_\_

## 14. Age at first marriage:

Under 20 \_\_\_\_\_  
20-29 \_\_\_\_\_  
30-39 \_\_\_\_\_

## 15. First husband's occupation:

White collar	_____
Blue collar	_____
Service worker	_____
Farm worker	_____

## EDUCATIONAL CHARACTERISTICS

## 16. Size of high school graduating class:

Under 50	_____
50-99	_____
100-199	_____
200-299	_____
300-399	_____
400-499	_____
500 or over	_____

## 17. Highest degree attained:

Bachelor	_____
Master's	_____
Specialist	_____
Doctor	_____

## 18. Major:

Administration	_____
Education	_____
Other	_____

## PROFESSIONAL CHARACTERISTICS

## 19. Superintendent of:

Elementary district	_____
High School district	_____
Unit district	_____

## 20. Student enrollment:

Fewer than 300	_____
300-599	_____
600-999	_____
1,000-2,999	_____
3,000-9,999	_____
10,000 or more	_____

**21. Age started teaching:**

18-20 \_\_\_\_\_  
21-25 \_\_\_\_\_  
26-30 \_\_\_\_\_  
31-35 \_\_\_\_\_  
36-40 \_\_\_\_\_  
41-45 \_\_\_\_\_

**22. Years of classroom teaching:**

1-5 \_\_\_\_\_  
6-10 \_\_\_\_\_  
11-15 \_\_\_\_\_  
16-20 \_\_\_\_\_  
21-25 \_\_\_\_\_  
Over 25 \_\_\_\_\_

**23. Age at first superintendency:**

Younger than 25 \_\_\_\_\_  
25-29 \_\_\_\_\_  
30-34 \_\_\_\_\_  
35-39 \_\_\_\_\_  
40-44 \_\_\_\_\_  
45-49 \_\_\_\_\_  
50-54 \_\_\_\_\_  
55-59 \_\_\_\_\_

**24. Years in first superintendency:**

1-5 \_\_\_\_\_  
6-10 \_\_\_\_\_  
11-15 \_\_\_\_\_  
16-20 \_\_\_\_\_  
21-25 \_\_\_\_\_

**25. Size of present community:**

Rural (population under 2,500) \_\_\_\_\_  
Small town/city (population 2,500-20,000) \_\_\_\_\_  
Medium city (population 21,000-99,000) \_\_\_\_\_  
Suburb of metropolitan area \_\_\_\_\_  
Large city (population 100,000 or more) \_\_\_\_\_

Developed in single district

(unwilling to change)

Developed in single district

(willing to change)

Developed in more than one district

(not career change)

Developed in more than one district

(career change)

## 27. Description of professional attitude:

Committed to particular geographical area

Willing to change geographical area

## 28. Description of attitude toward marriage:

My husband's career comes first

My career comes first

Both careers considered equally

## 29. Description of first appointment to superintendency:

Hired from within district

Hired from outside district

## 30. Primary reason for becoming superintendent:

Increased salary

Position of prestige

Career development

Greater service to education

Challenge of job

Enjoyment of power

Greater impact on policy and program

Ability to do job

Influence or persuasion of others

## 31. Perception of career as superintendent:

High demands, low rewards

High demands, high rewards

Low demands, high rewards

Low demands, low rewards

## 32. Description of college preparation:

Excellent

Adequate

Inadequate

## SPECIAL PROBLEMS ENCOUNTERED BY WOMEN SUPERINTENDENTS

Please circle your response. One (1) represents little or no agreement and seven represents high or complete agreement.

- |    |  |   |   |   |   |   |   |   |
|----|--|---|---|---|---|---|---|---|
| A. | A successful marriage is not usually compatible with a successful career   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| B. | Sex discrimination is often a factor in the selection and promotion of women   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| C. | Men do not easily accept a woman as their supervisor   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| D. | Women do not easily accept a woman supervisor  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| E. | Male administrators often do not treat women administrators as equals  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| F. | The hiring practices of the public schools are frequently discriminatory toward women seeking administrative positions                           | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| G. | School boards, in general, will not consider a female for the superintendency  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| H. | Women are often excluded from the informal decision-making groups (i.e. drink after work, Rotary, golf game)                                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I. | Women are often excluded from the informal power group which is helpful in securing administrative appointments (i.e., the "good ol' boy system) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| J. | Women, in general, do not believe in their own ability to succeed in the top jobs  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| K. | The educational community, in general, does not believe that women can succeed in the top jobs   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| L. | Women usually must be better than their male competitors to be considered for an administrative appointment                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- |    |  |   |   |   |   |   |   |   |
|----|--|---|---|---|---|---|---|---|
| J. | Women are usually not willing to compete for the top level jobs (tend to sit back and wait)  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| J. | Women, in general, are too emotional for leadership positions  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| J. | Women generally cannot cope with the stress that accompanies an administrative job   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| J. | Women usually do not establish career goals early in their careers   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Q. | The expectations of a career and society's expectations of a woman are different and therefore cause conflict in women who pursue a career | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| R. | Successful women question their drives and ambitions as possibly being abnormal for a woman  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| S. | Men, in general, believe men are better leaders than women   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| T. | Women, in general, believe men are better leaders than women   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| U. | Successful women are usually viewed as the exception   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| V. | Women are frequently channelled into administrative roles which have the least amount of impact on policy                                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| W. | Women frequently do not receive salary, title, and status to match their responsibilities  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| X. | Women are often excluded from decision-making when they should be included   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Y. | Aggressiveness is usually viewed as a negative trait in women  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

ANY OTHER PROBLEMS THAT YOU ENCOUNTERED, PLEASE LIST:

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## ADVICE TO ASPIRING WOMEN SUPERINTENDENTS

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| A. Obtain the necessary training and certification early in your career so you are prepared when a position becomes open  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| B. Establish your career goals early and make your decisions on the basis of those goals  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| C. Obtain the doctorate if you plan to climb the career ladder  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| D. If married, work out a way to solve conflicts between your career and your husband's career  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| E. If family responsibilities, work out a way to relieve you of the usual expectations associated with the mother/housewife role (you cannot do justice to two careers) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| F. Do not become "married" to a particular geographic area or district--be willing to change either one for your career advancement                                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| G. Develop both male and female mentors--people with influence who will help you to advance your career   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| H. Pursue training and experience beyond the expectations of a particular job--women need to be better trained and more experienced than their male competitors         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I. Achieve a balance between femininity and leadership--do not give up one for the other  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| J. Learn from the male administrators around you--they have a lot to offer  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| K. Do not be defensive because you are a woman--learn ways to effectively deal with sex discrimination  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- |    |  |   |   |   |   |   |   |   |
|----|--|---|---|---|---|---|---|---|
| L. | Build your own "good ol' boy" network--keep in contact with women and men who can help you in your career and be eager to help them        | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| M. | Become a mentor to other women who have the potential to be administrators   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| N. | If you're not getting the title, salary, and status to match your responsibilities, do something about it, do not accept unfair treatment. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

ANY OTHER ADVICE THAT WAS IMPORTANT TO HELPING YOU BECOME A  
SUPERINTENDENT, PLEASE LIST

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.

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